



# **Redesign Plan**

## **Willow School**

### **Lansing Public School District**

Mr. Steven Lonzo  
1012 WEST WILLOW ST  
LANSING, MI 48915-2252

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Willow is a Pre- K through 3rd grade building of 253 students. This population includes our Great Start Readiness Program and Early Childhood Special Education Classes. Willow school is 50% Title I and Section 31 A funded and located at 1012 W. Willow Street in Lansing. 75% of our students qualify for free/reduced lunch.

In 2012, Willow restructured it's program from K- 5th grade to a Pre-K - 3rd grade facility and 50% of the staff, including administration, were new to the school.

Willow is considered a neighborhood school. The surrounding neighborhood consists predominately of rental properties. Community relationships/partnerships are limited.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision**

We, the staff of Willow Elementary School, will foster an environment where all students will reach their maximum potential. We will build a strong community of students, families, teachers, staff and community members. We will embrace and celebrate diversity.

### **Mission**

We, the staff of Willow Elementary School, believe that all students can learn and will be provided the opportunity to discover and develop their talents in order to reach their maximum potential. The responsibility for educating these students is a shared partnership between the school, community and families.

### **Belief Statement**

We, the staff of Willow Elementary School, believe that all children can learn, produce quality work, cultivate positive self-image, as well as, goals. We believe in the diversity of our school and community. We embrace our diversity through nurturing respect, acceptance and appreciation for our differences. We believe that a strong partnership between the school and the community contributes to the growth and development of our students.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Willow School has achieved Adequate Yearly Progress for the last three years. We have launched a Father/Male Support Group (Watch Dogs) to increase male volunteerism and the opportunity for our males to be more involved in the educational life of their student. We have begun to build partnerships within the community with the following organizations: Consumers Energy, The Christman Company, The Reading People, MSU, Ray Taylor and Associates, Capital City Sports Club, State of Michigan, St. Lawrence Campus of Sparrow and The Lansing/Dewitt Rotary.

Willow School is striving to achieve increased proficiency in reading and mathematics. We are also striving to increase community partnerships, parent involvement and student attendance.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We, the staff of Willow School, understand that we are faced with many challenges. However, we are committed to providing all of our students with a high quality academic and character education.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

## Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		LSD.TeacherEvalRubric Willow.PDPTimeline Willow.BalanceCalendarDailySchedule

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		LSD.PrincipalEvalRubric

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	See attachments	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	See attachments. On or before June 30, 2015.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	See attachment	Willow.SIGNATUR EandMOU

## Redesign Plan

Willow School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	See attachment	

# **Turnaround Redesign Diagnostic**

## **Introduction**

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Steve Lonzo, Principal, [steven.lonzo@lansingschools.net](mailto:steven.lonzo@lansingschools.net)

Deborah McMillan, Teacher, [deborah.mcmillan@lansingschools.net](mailto:deborah.mcmillan@lansingschools.net)

Jeanne Nordquist, Teacher, [jeanne.nordquist@lansingschools.net](mailto:jeanne.nordquist@lansingschools.net)

Vicki Kelley, Teacher, [vicki.kelley@lansingschools.net](mailto:vicki.kelley@lansingschools.net)

Christopher Rollins, Student Assistance Provider, [christopher.rollins@lansingschools.net](mailto:christopher.rollins@lansingschools.net)

Teri Bernero, Central Administrator, [teri.bernero@lansingschools.net](mailto:teri.bernero@lansingschools.net)

Ben Botwinski, District Transformation Coordinator, [ben.botwinski@lansingschools.net](mailto:ben.botwinski@lansingschools.net)

Mark Coscarella, Assistant Superintendent of Student Learning, [mark.coscarella@lansingschools.net](mailto:mark.coscarella@lansingschools.net)

Mara Lud, Director of Elementary School, [mara.lud@lansingschools.net](mailto:mara.lud@lansingschools.net)

Sean Williams, School Improvement Facilitator, Ingham ISD, [swilliams2@inghamisd.org](mailto:swilliams2@inghamisd.org)

Dorothy Blackwell, School Improvement Facilitator, Ingham ISD, [dblackwell@inghamisd.org](mailto:dblackwell@inghamisd.org)

Laura Colligan, School Improvement Facilitator, Ingham ISD, [lcolligan@inghamisd.org](mailto:lcolligan@inghamisd.org)

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)**

Willow has historically been a PreK - 3 building servicing all genders. During the 2015-16 school year, Willow will open its doors as a single gender (males) PreK - 4th grade school. We will add grade four and add additional grades each year up to grade 6.

A comprehensive review of wide-ranging data from previous years demonstrates that Willow Elementary needs to focus on the areas of improving climate and culture, increasing academic excellence (in reading and math), and maintaining high expectations including a focus on college and career readiness. Big ideas were identified through a series of facilitated data-based dialogues with the principal, teacher-leaders, district representatives, and ISD partners. These dialogues occurred throughout September and October of 2014.

Based on a review of attendance, behavior, suspension, and perception data the principal and teacher-leaders at Willow have identified improving climate and culture as their first big idea. With 46 suspension incidents (during the 2013-2014) Willow has the highest overall suspension rate for any of our district's PreK-3 buildings. Our data dialogues attribute loss of instructional time due to student behavior as a significant factor in the steady decline of MEAP math and reading scores. During this same period of time, math MEAP scores have fallen from 22% proficient to 11% proficient and reading MEAP scores have fallen from 55% proficient to 32% proficient. In addition, our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP math and reading scores. Willow will require students and staff to wear school-uniforms because research suggests that there is a reduction in negative behaviors, increase in academic achievement, and improved graduation rate (Stanley, 1996; Bodine, 2003).

Based on this data, leaders and staff will develop an understanding of how best to create learning environments that are conducive to the success of male (single gender school) students including intensive training and support related to relationship building, student engagement, and social-emotional health and well-being. Emphasis will also be placed on job-embedded training and on-going support related to PBIS implementation (i.e., CHAMPS).

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Willow have identified increasing academic excellence (in reading and math) as their second big idea. As previously noted, the math MEAP scores have fallen from 22% proficient (in 2011) to 11% proficient (in 2013) and reading MEAP scores have fallen from 55% proficient (in 2011) to 32% proficient (in 2013). Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. The breakdown of the 3rd grade GLCES on the School Summary Report from 2013 shows that the big ticket items would be Area/Perimeter, Connections, and then Multiplication/Division. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. In reading emphasis will be placed on word work, comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). Willow will also continue to move toward a balance of fiction and non-fiction text. DIBELS data from the fall of 2014 also indicates a need for additional fluency work in the early grades. Efforts will be made to ensure low-student to teacher ratios with a goal of two sections per grade-level based on enrollment.

Leaders and staff will align resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of male students including how to effectively use project-based learning, experiential learning, a high degree of student voice and choice, and other strategies proven to enhance the learning of male students. In addition, teachers will learn how to collect and interpret data that they

SY 2014-2015

will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb and DRA to provide tiered supports when needed to address skills and content that may be lagging in comparison to the goals and objectives outlined within the Common Core State Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teacher will collaborate to improve the use of the district curriculum and resources to enhance daily lessons and student learning experiences.

Based on a review of district-wide graduation and post-secondary enrollment data the principal and teacher-leaders at Willow have identified maintaining high academic expectations (including college and career readiness) as their third big idea. Students in this building will be exposed to, and immersed in, several models of academic and professional life after PreK-12 to assist in maintaining high academic expectations, goal setting, and developing of a strong work ethic. The Lansing School District has a significant drop-out rate at 25.5% (in 2013). The Lansing School District also faces the challenge of having students steadily leave as they enter our middle years and high school programs. In an attempt to curb many of these trends, Willow Elementary will utilize community partnerships to expand the experiences of students to include opportunities to participate in activities focusing on supporting the community, exploration of careers, and the preparation for attending college. Research suggests students that graduate from single gender schools are significantly more likely to attend a 4-year college (Park et. al, 2012). Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated service experiences and activities.

Park, H., Behrman, J., & Choi, J. (2012). Casual effects of single-sex schools on college entrance exams and college attendance. *Journal of Demography*. Springer.

### **State what data were used to identify these ideas**

Based on a review of attendance, behavior, suspension, and perception data the principal and teacher-leaders at Willow have identified improving climate and culture as their first big idea. The Lansing school district tracks attendance and behavior data through a student management system (CIMS) and through locally generated reports (behavior dashboard). With 46 suspension incidents Willow Elementary has the highest overall suspension rate for any of our district's PK-3 buildings. Our data dialogues attribute loss of instructional time due to student behavior as a significant factor in the steady decline of MEAP math and reading scores. During this same period of time, math MEAP scores have fallen from 22% proficient to 11% proficient and reading MEAP scores have fallen from 55% proficient to 32% proficient. In addition, our data dialogues also attribute loss of instructional time due to chronic student absenteeism and tardiness as a significant factor in the steady decline of MEAP math and reading scores.

Based on a review of state summative, locally adopted, building generated assessments the principal and teacher-leaders at Willow have identified increasing academic excellence (in reading and math) as their second big idea. As previously noted, the math MEAP scores have fallen from 22% proficient (in 2011) to 11% proficient (in 2013) and reading MEAP scores have fallen from 55% proficient (in 2011) to 32% proficient (in 2013). Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. In reading emphasis will be placed on word work, comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). Willow will also continue to move toward a balance of fiction and non-fiction text. DIBELS data from the fall of 2014 also indicates a need for additional fluency work in the early grades.

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work ethic. The Lansing School District has a significant drop-out rate at 25.5% (in 2013). The Lansing School District also faces the challenge of having students steadily leave as they enter our middle years and high school programs. (locally collected enrollment data available at [mischooldata.org](http://mischooldata.org)). We will also refer to the National Center for School Counselor Advocacy's Eight Components for College and Career Readiness to guide our work in this area.

## PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Indicator 1A:

In March of 2012 the Lansing School District Board of Education approved a bold initiative to reconfigure the entire district around three grade span cohorts: PreK - 3rd grades; 4th - 6th grades; and 7th - 12th grades. This reconfiguration was based on research that supports appropriate child development principles, focuses on a solid early learning foundation, targets the "reading to learn" ages with multiple student support structures, and moves students into a career and college ready program before the 9th grade.

Because of this reconfiguration coupled with the need to redefine the role of the principal in light of declining student performance and graduation rates, the district identified approximately 27 administrative positions that would be considered for non-renewal by the Board of Education as is required by MCL 1229 of the school code. All of the administrative positions in the high schools and several of the elementary schools were posted for both internal and external candidates. Interviews were held in April and all of the available school leadership positions were filled by the end of April (2012) when, according to MCL 1229 the Board of Education must give final notice for nonrenewal to administrative contracts. The district is bound to adhering to a bargaining agreement with district administrators as well as with MCL 1229 which states that non-renewals cannot be determined based on "capricious or arbitrary" decisions. Administrative placement decisions were made based on: certification, successful leadership experience, responses to the interview questions, engagement beyond the school day, and references.

Willow's principal is Mr. Steven Lonzo. Mr. Lonzo has been with the Lansing School District for 15 years. He has been an administrator 9 of those 15 years (6 as an assistant principal and 3 as a principal). Prior to coming to the Lansing School District, Mr. Lonzo was an educator in the Benton Harbor area. Mr. Lonzo has strong experience in school improvement and leading staff through large scale change.

As noted above, Mr. Lonzo was named principal immediately following a district-wide reconfiguration process in which Willow was converted into a PreK-3 building (as opposed to a K-5). Throughout this transition Mr. Lonzo relied on his ability to identify and focus on early wins and big payoffs. For example, Mr. Lonzo was asked to integrate staff members that were assigned to the building from across the district and he began by immediately identifying core instructional practices (i.e., the Daily Five, Guided Math, etc.). In addition, he began a staff book study in order to bring colleagues together. His work with staff integration, Mr. Lonzo also focused early on drawing community members into the building (based on stakeholder perception data) with programs like family fun night, parent education and resource opportunities, and parent volunteer programs such as WATCHDOGS (a mentoring program which provides opportunities for adult males to mentor students). Mr. Lonzo has also demonstrated his ability to break organizational norms by soliciting unconventional community partners such as the "Biker for Books" group. As an instructional leader, he asked staff to adopt and display common core related pacing and curriculum work outside their rooms in the hallway, again deviating from historical building culture in which teachers were not asked to make such information public. In addition, Mr. Lonzo customized the duties and responsibilities of the student assistance provider to meet the unique needs of his student

population. Through the use of item analysis, classroom-level data digs, and instructional process data (i.e., iCollaborate) Mr. Lonzo was able to focus staff attention and efforts on identifying sound instructional strategies and focusing on power standards. Mr. Lonzo was also able to use data to drive improvement in climate and culture in ways that have led to a reduction in behavioral referral and suspensions in the building. Although just recently identified as a priority school, Mr. Lonzo has already been able to galvanize his staff around many of the rapid turnaround strategies outlined in this document. These strategies include: moving to a single-gender learning environment (in the fall of 2015) in order to meet the needs of the boys in the district, using data to differentiate instruction, focusing on best practices related to literacy and numeracy, and building in additional opportunities for staff collaboration. Mr. Lonzo will remain the building leader and lead Willow Elementary through this transition and beyond.

### Indicator 1B:

At Willow Elementary, there are a variety of opportunities for growth in leadership (both for the principal and for teachers). Teachers that demonstrate the desire to increase their leadership capacity are invited to participate in monthly school improvement initiatives, district-level curriculum steering committees, iCollaborate Leadership Teams, and to serve as teacher-in-charge. In order to streamline the manageability of school-based interventions, Willow is also implementing a fully integrated multi-tiered system of support. This system is directly related to our second big idea (i.e., increasing academic excellence). Bi-monthly grade-level PLCs provide yet another opportunity for individual staff members to assume on-going leadership roles and directly affect the curriculum and instruction at Willow. Willow also has an iCollaborate team that meets quarterly, Willow Leadership team, and Child Study - tied to climate and culture - team to spearhead the implementation of initiatives within the building. Teachers are also encouraged to continue developing their leadership skills and expertise through regularly scheduled ISD-based opportunities. The responsible parties for this work vary but include building and district-level leaders, as well as work with external partners such as Ingham ISD.

In addition to the building level efforts to increase leadership capacity, Central Administration supports efforts for leadership growth through programs like iCollaborate (the collection and analysis of instructional process data which is led by a district consultant). Teachers are also given opportunities to become leaders on district-wide steering committees, Reform/Redesign Leadership Teams, Professional Council, as well as the district's Instructional Council. This groups are organized by central office administrators and principals and they are essential to coordinating district-wide efforts to student achievement. The Superintendent also engages all administrators in monthly district-wide professional development, using "Shaping School Culture: Pitfalls, Paradoxes, and Promises" by Deal and Peterson during the 2014-15 school year, to improve climate and culture (big idea #1).

**Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth)**

**Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)**

### Indicator 2A:

All teachers in the Lansing School District meet the definition of highly qualified. For the 2014-15 academic year the evaluation criteria have been raised substantially. Teachers in the Lansing School District will continue to be evaluated using the Charlotte Danielson model of teacher effectiveness and 34% of their teacher evaluation will be based on student achievement (i.e., student growth) scores. While the teacher evaluation tools and processes are contractually "prohibited subjects", the Superintendent collaborated with the teacher's union and gathered their input on the evaluation instrument. The Lansing School District is committed to maintaining a rigorous evaluation tool and

process and as such will remain in compliance with all legislatively mandated evaluation requirements including requirements related to student growth as a significant factor. In the 2015-16 school year the teacher evaluation rubric will reflect at least 50% based on student growth as legislatively mandated.

Principals will be evaluated using an instrument collaboratively agreed upon with the administrators union and will adhere to the same robust student achievement standards outlined in the teacher evaluation tool. During the 2014-2015 school year, administrators will be evaluated using the School Advance rubric and which does include a robust student growth component. Thirty four percent of principal evaluation will also be based on student growth for the 2014-2015 school year. Please refer to assurances for teacher and principal evaluation instruments. In the 2015-16 school year the administrator evaluation rubric will reflect at least 40% based on student growth as legislatively mandated.

For Willow Elementary, the Danielson model holds great promise as it requires teachers and administrators to:

- examine individual student data to assess the effectiveness of their instruction
- develop and use assessment tools (folders, documentation, etc.)
- collaborate with other teachers to refine practices
- establish clear student achievement goals and objectives

These practices are known to support increased student achievement, in that a focus on student outcomes is a more targeted approach. It aligns perfectly with the needs identified by analysis of student and school process data; particularly with the need to strengthen core instructional delivery. The collaborative thrust directly addresses the splintered approach previously in use at the building wherein teachers were essentially on their own relative to all curriculum, instruction, and assessment challenges.

The data collected includes both formative and summative assessments.

- Formative include (but are not limited to): Basal pretests, DRA2(as a reading level check and universal screener), AIMSweb, and teacher-made assessments
- Summative include (but are not limited to): Basal post-tests, MEAP, DRA2, end-of-year, and teacher-made assessments

Indicator 2B:

No more than 50% of the existing staff will remain based on the process described below. The Lansing School District, in collaboration with the building leadership, will screen staff for placement in the building in the fall of 2015 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings; relevant/specialized training; and demonstrated ability to work effectively in the classroom with all students. Given that Willow Elementary is located in an economically depressed urban environment and teachers are expected to work with students that have limited access to academic and social supports, the screening and hiring process at Willow will also factor individuals ability to work in a diverse environment and build strong relationships with students and families. The process used to screen staff is going to be modeled after the process that was developed in the district to screen staff for our magnet schools. Below is a thumbnail representation (and timeline) for the process.

Step #1: The first step will be to determine clear expectations for the teaching and learning environment in the building. These expectations which could include mandates related to pedagogical approaches, commitment to teacher collaboration, commitment to communication with students and parents, and details related to the structure of the school day and year, etc. would be drawn-up into a "teacher compact". To be completed by February of 2015.

Step #2: Once these specifications are outlined in the compact, existing staff would have the opportunity to sign the compact thus demonstrating their commitment and desire to remain in the building. To be completed by March of 2015.

Step #3: For those that decide they would like to remain in the building, a robust screening process will be developed which includes an interview, a review of personal files and records, and potentially a performance demonstration of their teaching practice. The screening committee will consist of building and district-level representation. Based on this process, no more than 50% of the existing staff will be rehired. To be completed by April of 2015.

Step #4: Vacant and new positions will be filled using a similar screening process. To be completed by May of 2015.

Step #5: Displaced staff members will be assigned to open positions throughout the district. To be completed between May through August of 2015.

The timing of this process is important as it will ensure opportunities for the staff to complete relevant and specialized training over the summer of 2015.

**Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.**

**Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.**

**Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.**

**Indicator 3C: In your response, identify the strategies that will be used to retain staff.**

Indicator 3A:

As noted above, the Lansing School District, in collaboration with the building leadership team will recruit staff for placement in the building in the fall of 2015 based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom ... all of which speak to student needs. Specifically, we will also consider cultural proficiencies, instructional strengths that match best practices related to the specific learning needs of boys (including project-based learning, experiential learning, a high degree of student voice and choice, etc.), and school and district-wide data related to patterns of behavior and attendance to drive staff recruitment. Actual recruitment strategies include posting positions on the district website, posting positions on a local consortium website which is viewed by individuals across the state and linked to professional organizations, and reaching out to individuals through personal networks and community organizations.

To be clear, recruitment criteria includes commitment to school vision and mission, the ability to effectively use multiple instructional strategies including project-based and experiential teaching strategies with male students, ability to build relationships with male students in order to improve academic achievement (including skills such as creative and critical thinking), attendance, and to promote positive attitudes, the ability to use data to drive interventions and differentiate instruction based on student needs.

Willow's principal plays an active role in recruiting personnel to meet the unique needs of students in the building. This happens through a paper screening of potential candidates for positions in the building, developing interview questions, and sitting on the interview committee. In addition, the principal at Willow has "right of assignment" within the building, therefore he has the ability to assign personnel within his building to meet the unique needs of the students. Furthermore, the building principals and school improvement teams are provided operational flexibility in regards to the use of building (and some district) set-aside funds. These funds can be used (if student need and data suggest appropriate) to provide additional support to buildings by recruiting individuals to serve as school assistance providers, behavior

intervention monitors, content coaches in core academic areas, and math and literacy specialists, etc.

### Indicator 3B:

As noted above, the Lansing School District, in collaboration with the building leadership will assign staff to the building in the fall of 2015 based on the following criterion: demonstrated record of increasing academic achievement and improving classroom instruction, commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and closing learning gaps); and relevant/specialized training ... all of which speak to student needs.

Specifically we will employ the multi-step process outlined in 2B (and reproduced below) to hire and assign staff to Willow. It is worth noting that the principal at Willow has "right of assignment" within the building, therefore he has the ability to assign personnel within his building to meet the unique needs of the students.

Step #1: The first step will be to determine clear expectations for the teaching and learning environment in the building. These expectations which could include mandates related to pedagogical approaches, commitment to teacher collaboration, commitment to communication with students and parents, and details related to the structure of the school day and year, etc. would be drawn-up into a "teacher compact". To be completed by February of 2015.

Step #2: Once these specifications are outlined in the compact, existing staff would have the opportunity to sign the compact thus demonstrating their commitment and desire to remain in the building. To be completed by March of 2015.

Step #3: For those that decide they would like to remain in the building, a robust screening process will be developed which includes an interview, a review of personal files and records, and potentially a performance demonstration of their teaching practice. The screening committee will consist of building and district-level representation. Based on this process, no more than 50% of the existing instructional staff will be retained. To be completed by April of 2015.

Step #4: Vacant and new positions will be filled using a similar screening process (i.e., including an interview, a review of personal files and records, and potentially a performance demonstration of their teaching practice) of external candidates. To be completed by May of 2015.

Step #5: Displaced staff members will be able to apply for open positions throughout the district. To be completed between May and August of 2015.

### Indicator 3C

As noted above, the Lansing School District, in collaboration with the building leadership team will retain staff based on the following criterion: commitment to school vision, mission, and goals; previous teacher evaluation ratings (including previous successes in improving student achievement and learning gaps); relevant/specialized training; and demonstrated ability to work effectively in the classroom with boys (as this will be a single gender school) ... all of which speak to student needs. However, because Willow has opted for a Turnaround Plan, and they will be redesigning the learning environment in the building for the fall of 2015.

One of the most important retention incentives will be the opportunity for teachers to design and build this program from the ground up. Teacher will receive additional training opportunities and time to collaborate (we have increase to 90-minutes a week). We are also exploring our options related to "moving the needle" incentives such as classroom-based achievement incentives (i.e., technology, leveled readers, etc.).

In addition, we are exploring "moving the needle" incentives for teachers (i.e., annual membership to the local YMCA to promote health and

well being, technology, professional memberships - MRA, MACUL, etc., and monetary incentives).

The criteria that will be used to determine the distribution of these incentives include:

- significant improvement (e.g., 25% increase in M-Step in achievement or two grade-level increase - DRA) in academic achievement on standardized assessments and screeners (e.g., M-Step, DRA, AIMSweb, quarterly local assessments etc.),
- teacher attendance daily and at PD and teacher collaboration sessions (by quarter).

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Indicator 4A:

During the 2012-2013 the Lansing School District launched a district-wide professional development initiative in the PK - 3rd grade and 4th - 6th grade schools. The district expanded those efforts into 7-12 schools during the 2013-2014 academic year. Two instructional process instruments are used, Snapshot and CLASS. The Snapshot is a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. CLASS is a rubric-based classroom observation instrument that determines the extent to which there is positive/negative climate; development of content; and classroom productivity.

The data from these two instruments serve as the grist for collaborative inquiry (part of the professional learning taking place in the district) about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next. With this project, each school is responsible for identifying those areas of growth that are specific to their needs as demonstrated by their Snapshot or CLASS data. The district is providing an overall structure through these tools and will guide their work in a coherent and congruent way so that when students move from school to school, they are working in a similar district-wide environment.

In addition to the elements noted above, Willow will address the big ideas of improving climate and culture, increasing academic excellence, and maintaining high academic expectations in a multi-year Professional Development Plan. The plan will address issues that have surfaced based on a comprehensive review of the past four years of Golden Package, MEAP, AIMSweb, DRA2, DIBELS, and SNAPSHOT data. Once opportunities for growth were identified in the areas of instruction and student learning the leadership team developed causal theories and eventually our big ideas.

These enormous challenges and the needs of our students have led the staff at Willow Elementary to pursue significant changes to the way we approach the education of our students and require comprehensive and systemic approach to enacting these changes in an orderly and meaningful way. With a new focus on educating young males in an urban environment, we will utilize 90 minutes of focused collaboration and PD per week (captured through an early release one day per week). This time will be used to expand on effective instructional strategies and teacher collaboration to develop the skills among all staff in meeting the needs of a unique student population. In addition, Willow will also make effective use of existing screening tools, progress monitoring tools, and system for analyzing student achievement data through their Multi-Tiers Systems of Support (MTSS) which we will refer to as instruction/intervention blocks (IIBlocks).

Staff will be trained on a research-based, three-tiered model of prevention and intervention through an IIBlock practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. The IIBlock structure allows staff to make

instructional decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

The staff will be implementing screeners in the areas of math and ELA to determine student needs. Based on students' performance data and student work samples further training in appropriate interventions for example, PALS, six minute fluency, rocket math, comprehension strategies tool kits, Study Island and other various research based interventions. The staff will sort and design quarterly instructional interventions for students by grade-level and implement a daily IIBlock for 45 minutes utilizing the Literacy and Math Specialists, Special Education teacher, and Student Assistant Provider. The staff will meet weekly in "big idea" teams and once every quarter in a "Big Sort" team. During these "Big Idea" teams staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact daily core instruction. Each month a research based strategy will be a focus in the core instruction classroom and monitored through administrative walkthroughs each month. The data collected on walkthroughs will be and progress monitoring data will be analyzed during the weekly "big idea" team meetings. Adjustments to inventions will be made using progress monitoring and student work samples. A structure for student progress monitoring will be implemented through weekly meetings from teachers and support staff and then discussed at the "big idea" team meeting.

During collaboration time the staff at Willow, will utilize a closely monitored and facilitated PLC program focusing on developing skills and knowledge that will support the implementation of our big ideas:

1. Improving climate and culture: Building positive behavior and academic expectations with a focus on strategies and structures that promote increased student engagement. Staff will develop an understanding of how best to create learning environments that are conducive to the success of male students including intensive training and support related to relationship building, student engagement, and social-emotional health and wellbeing. Emphasis will also be placed on job-embedded training and on-going support related to PBIS implementation (i.e., CHAMPS).

- Training and support for galvanizing staff around the new mission, vision, and goals
- Training and support in the implementation of a building-wide PBIS matrix

2. Increasing academic excellence: Aligning resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of male students including how to effectively use project-based learning, experiential learning, a high degree of student voice/choice, and other strategies proven to enhance the learning of male students. In addition, teachers will learn how to collect and interpret data that they will use to inform and differentiate instruction in order to better meet student needs. Teachers will progress monitor student learning using AIMSweb , DRA2, and DIBELS to provide tiered supports when needed to address skills and content that may be lagging in comparison of the goals and objectives outlined within the Common Core State Standards and district developed pacing guides. Collectively, this work will allow students to remain on target with, and exceed, grade level expectations. Teachers will collaborate to improve the use of the district curriculum and resources to drive daily lessons and student learning experiences.

- Training and support in project-based learning, experiential learning, and competitive learning models.
- Training and support in the use of data to differentiate instruction and provide tiered interventions.

3. Maintaining high academic expectations: Students in this building will be exposed to, and immersed in, several models of academic and professional life after PreK-12 to assist in maintaining high academic expectations, goal setting, and the development of a strong work ethic. Willow Elementary will utilize community partnerships to expand the experiences of students to include opportunities to participate in activities focusing on supporting the community, exploration of careers, and preparation for attending college. Teachers will engage in the development of skills and strategies to enhance these experiences for students, as well as have time to collaborate and coordinate the associated service learning experiences and activities.

- Training and support in service learning projects.

Stanley, M.Sue. (1996). School uniforms and safety. Education and urban society 28 (4), 424.

Bodine, A. (2003). School uniforms, academic achievement, and uses of research. The journal of education research 97 (2), 67-73.

See attached PD calendar (in priority assurances) for additional details about responsible parties and timeline.

**Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.**

**Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders**

**Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).**

Indicator 5A:

In 2013 the Lansing School District hired a district-level transformation coordinator. This individual works closely in support of plan implementation with each Lansing's priority schools. Job responsibilities for this individual include coordinating plan implementation between building and district leaders. This individual streamlines communication channels and troubleshoots systemic implementation barriers. In addition, this individual is tasked with monitoring plan implementation on a monthly basis in conjunction with the SRO monitor and ISD partners. Updates are provided regularly to district-level administrators through written reports and regular meetings. The district transformation coordinator is also part of the school support team meetings which are coordinated through the intermediate school district, and is tasked with drafting the quarterly board reports. Adjustments to plan implementation and strategies are made in an on-going manner, based on data (i.e., implementation indicator data, walkthrough data, outcome data, etc.).

In addition to the district transformation coordinator, the Willow Leadership Team is also considering the adoption of an advisory panel made up of 5 to 7 key stakeholders (i.e., parents, teachers, and community partners). This panel would provide additional advisory support and accountability for plan implementation. The intent is to combine the advisory panel group with the school support team mandate for priority schools. The advisory panel would convene quarterly.

Indicator 5B:

All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and categorical spending (including Title 1). This allows schools to put in place student and staff supports aligned to their improvement plans (as well as the big ideas described in this plan). In

addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building. Building leaders are invited to sit on interview committees and do have some discretion over certain positions. In addition, building leaders have some discretion over support personnel such as content coaches (an option provided through the ISD). Principals also have right of assignment within their buildings as long as teachers are being placed in a classroom in which they are highly-qualified.

The building leaders maintain a high-degree of responsibility for deciding upon professional learning topics. The district requires five half days of professional learning. That time is dedicated to implementing the district's iCollaborate initiative. However, our district also recognizes the importance of providing buildings with some discretion (or operational flexibility) over their PD. As such, buildings are given time to provide support to their staff's around the instructional program outlined in their transformation plans. In addition, buildings are provided time (i.e., staff, department, grade-level, or PLC meetings) to implement their plans initiatives.

Willow has significant flexibility in the development and implementation of our school operations given the above (i.e., scheduling including daily schedule, balanced calendar, and increased collaborative time through PLCs). How we spend our Title 1 allocation, our structures for supporting teaching and learning, our responses to assessment data all depend upon the district parameters but also rely heavily with the school improvement team and staff agreement. Professional development, teacher collaboration, and staff meetings do, in fact, allow for examination of methods to increase student achievement. For example, Willow does have flexibility to use the Snapshot data and change teacher scheduling to increase learning time and enrichment for all students.

**Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.**

Indicator 6A:

Based on data from previous years, it is clear that the areas of literacy and numeracy need to be essential components of the turnaround plan and were essential in determining our priority status. 2013-14 MEAP data for Willow Elementary indicate that students were 11% proficient in math and 32% proficient in reading. Z-scores in both areas are also negative (-1.43 in math and -1.73 in reading) which represents negative movement in both areas. This low performance is attributed to students not receiving sufficient, targeted or differentiated instruction based on their specific needs. We especially note this trend in males. While other factors may play a part in the achievement data, such as mobility, attendance, and behavior, our focus will be to screen, identify and intervene quickly with low-performing students using a multi-tiered system of support. Also, as previously noted, 2013-14 AIMSweb screening data for students currently attending Willow elementary indicate that 43.3% are below grade level in numeracy. Using the 2013-2014 DIBELS data, we can also note that 40% of students did not demonstrate one full year of academic growth.

Another data source that is used to provide information on classroom instruction is "Snapshot," a time interval instrument that codifies the students' classroom experience; percentage of time the student is in a particular activity setting, percentage of time in a particular content area; percentage of time a student is subjected to a particular teaching approach; percentage of time a student is not engaged in any kind of instruction. These data will be used to examine and modify student engagement and time involved in higher-yield learning experiences specific to our unique student population. Implementation of improvement efforts based on Snapshot data will aid classroom teachers in increasing student learning time and using high-impact strategies.

In order to address concerns that arise from these data, Willow will implement a robust, data-driven, multi-tiered system of support (MTSS) that will begin being rolled out this year and will evolve (to include additional content areas, more nuanced changes in instruction, and more robust/systemic data collection) over the three years that Willow will remain in a priority school cohort. Utilizing current professional learning structures (i.e., PLCs, ILCs, etc.) and instructional programs, we will regularly connect current student data to overall school-wide performance indicators including college and career ready (i.e., Common Core) standards in the areas of English Language Arts and mathematics.

### English Language Arts

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### Math

- Number and Quantity
- Algebra
- Functions
- Geometry
- Stats and Probability

Adult implementation will be monitored in multiple ways including through the regular collection of lesson plans to document adequate planning and preparation for the delivery of high-quality instruction.

Specifically, Willow will begin intensive implementation of the literacy and numeracy efforts in December of 2014. Over the course of the following year (based on data and student need) efforts will be expanded to include additional literacy interventions and math. As noted above, the sequencing and pacing of intervention expansion will be driven by data and student needs. The Willow leadership team and staff will use data (i.e., MEAP, DIBELS, DRA2, and AIMSweb) disaggregated by gender, English language proficiency, students with disabilities, and ethnicity to inform and differentiate instruction.

### Indicator 6B:

Based on a review of state summative, locally adopted, and building generated assessments the principal and teacher-leaders at Willow have identified increasing academic excellence (in reading and math) as their second big idea. As previously noted, the math MEAP scores have fallen from 22% proficient (in 2011) to 11% proficient (in 2013) and reading MEAP scores have fallen from 55% proficient (in 2011) to 32% proficient (in 2013). Specifically in math emphasis will be placed on number sense; addition, subtraction, multiplication, and division fluency, and working with geometric shapes. AIMSweb data from the fall of 2014 also indicates a need for additional focus on numeracy. In reading emphasis will be placed on word work, comprehension (including compare and contrast, sequencing, identifying main ideas, etc.). Willow will also continue to move toward a balance of fiction and non-fiction text. DIBELS data from the fall of 2014 also indicates a need for

additional fluency work in the early grades. Efforts will be made to ensure low-student to teacher ratios with a goal of two sections per grade-level based on enrollment.

Leaders and staff will align resources and training to design and deliver innovative learning experiences for all students. Particular emphasis will be placed on numeracy and literacy as teachers work to incorporate research-based instructional techniques to support the learning of male students including how to effectively use project-based learning, experiential learning, a high degree of student voice and choice, and other strategies proven to enhance the learning of male students.

Using school-wide screening data (AIMSweb, DRA, and DIBELS), the Willow leadership team will identify strengths and weaknesses in core instruction in order to develop targeted Tier 1 interventions that will be employed by all teachers. This data will also be used to identify students who need additional supports in Tier 2 instruction, including ability grouping and further diagnostic testing. Finally, students in need of Tier 3 interventions will be monitored monthly in order to measure progress and provide intensive supports.

These enormous challenges and the needs of our students have led the staff at Willow Elementary to pursue significant changes to the way we approach the education of our students and require comprehensive and systemic approach to enacting these changes in an orderly and meaningful way. With a new focus on educating young males in an urban environment, we will utilize 90 minutes of focused collaboration and PD per week (captured through an early release one day per week). This time will be used to expand effective instructional strategies and teacher collaboration to develop the skills among all staff in meeting the needs of a unique student population. In addition, Willow will also make effective use of existing screening tools, progress monitoring tools, and system for analyzing student achievement data through their MTSS which we will refer to as instruction/intervention blocks (IIBlocks).

Staff will be trained on a research-based, three-tiered model of prevention and intervention through an IIBlock practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. The IIBlock structure allows staff to make instructional decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data.

The staff will be implementing screeners in the areas of math and ELA to determine student needs. Based on students' performance data and student work samples further training in appropriate interventions for example, PALS, six minute fluency, rocket math, comprehension strategies tool kits, Study Island and other various research based interventions. The staff will sort and design quarterly instructional interventions for students by grade-level and implement a daily IIBlock for 45 minutes utilizing the Literacy and Math Specialists, Special Education teacher, and Student Assistance Provider. The staff will meet weekly in "big idea" teams and once every quarter in a "Big Sort" team. During these "Big Idea" teams staff will receive professional development on the interventions they are implementing and learn how to utilize their data to impact daily core instruction. Each month a research based strategy will be a focus in the core instruction classroom and monitored through administrative walkthroughs each month. The data collected on walkthroughs will be and progress monitoring data will be analyzed during the weekly "big idea" team meetings. Adjustments to inventions will be made using progress monitoring and student work samples. A structure for student progress monitoring will be implemented through weekly meetings from teachers and support staff and then discussed at the "big idea" team meeting.

Based on data and student need the following practices are being considered:

Tier 1 practices (things that all teachers are expected to be using regularly):

- Direct instruction
- Guided math and reading

## Redesign Plan

Willow School

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- Project-based and experiential learning
- Use of thinking maps (i.e., graphic organizers)
- Daily Five

Tier 2 practices:

- Push-in support from literacy and numeracy specialists
- Web-based supplemental instructional programs (i.e., Study Island, Math Buddies, etc.)
- Targeted after-school tutoring that is aligned to student needs

Tier 3 practice:

- Pull-out support from literacy and numeracy specialists
- Web-based supplemental instructional programs (i.e., Study Island, Math Buddies, etc.)
- Targeted after-school tutoring that is aligned to student needs

For additional details and timeline, please see PD/Implementation Plan attached (in priority assurances section).

Utilizing current professional learning structures (i.e., PLCs, ILCs, etc.) and instructional programs, we will regularly connect current student data to overall school-wide performance indicators including college and career ready (i.e., Common Core) standards in the areas of English Language Arts and mathematics.

English Language Arts

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Math

- Number and Quantity
- Algebra
- Functions
- Geometry
- Stats and Probability

Adult implementation will be monitored in multiple ways including through the regular collection of lesson plans to document adequate planning and preparation for the delivery of high-quality instruction.

**Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact**

### Indicator 7A:

In the past Willow has been efficient and comprehensive in collecting data, however there has only been sporadic use of data. Moving forward Willow and the Lansing School District will provide professional support to ensure that teacher use data effectively and regularly. Lansing central office will review school-generated data and meet with the Willow instructional leadership team to identify broad trends and foci monthly. With assistance and monitoring of Lansing central office personnel, a partnership between the central office and Willow's Instructional Leadership Team (ILT) will ensure that data is readily available and used effectively at all levels of decision-making and instruction.

With this systematic support, Willow commits to fully integrating the use of data in all decision-making. As describe in our professional development plan, that staff at Willow will participate in weekly PLC driven, job-embedded PD with the use of early release on Wednesdays. With a weekly meeting format and various forms of data, including summative assessments such as unit tests and MEAP data, and formative assessments such as AIMSweb, DIBLES, DRA, and Study Island, teachers will employ data in whole-staff, grade-level, and subject-area collaborative time focused on examining performance trends among all students. To ensure that data is both available and utilized effectively, Willow's ILT, school-principal walk-throughs, and the principal conferencing with teachers will incorporate indicators of data-use in regular decision-making and assigned student-interventions.

At the Kindergarten through 2nd grades, Running Record, AIMSweb, DIBLES, DRA and Study Island will be used to progress monitor student achievement, while iCollaborate and SNAPSHOT data will be used to monitor the delivery of instruction and the degree of student engagement. Our 3rd Grade will also employ MEAP and Golden Package data from both the 3rd and 4th grades to assist in the triangulation of instructional impact of instruction and general testing trends.

Every 6-9 weeks via ILT monthly meetings, these data points will inform general instruction, or Tier I, for what whole group content and skill need attentions, in addition to what targeted student-groups need more intensive instruction in Tiers II and III. This aggregate data will be provided to the ILT in order to identify school-wide trends and progress monitoring to assist in the ability grouping of students who need more intensive instruction.

With this comprehensive approach to data, it is our goal to achieve more than 1 academic year of growth for each student regardless of where their base-line data places them. With more academically challenging students, teachers will utilize our math and literacy coaches for additional instructional supports and expertise for students. The data will also inform both the principal and the ILT which teachers need additional supports to effectively teach their students that positively affect student outcomes.

### Data Monitoring Frequency

District-Principal/ILT- Monthly via monthly meetings

ITL-All Staff -Weekly via early release Wednesdays

PBIS/MTSS- Monthly via ILT monthly meetings

Progress monitoring, principal conferencing, PLC work, Study Island (Math), Math Buddies, supplemental programs, collaborative planning time.

Note: See additional details about data use in Requirement #6.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Indicator 8A:

At Willow teachers will increase student learning time in multiple ways. First through recapturing existing instructional minutes via the capture and analysis of Snapshot data. Specifically, we will use Snapshot data to identify how instructional time is currently being used. We will increase instructional time by increasing multiple modalities of instruction to allow for deep engagement in learning activities; minimize lesson transitions (via assigning academically-oriented tasks during transition time), use data-driven instruction, and implementing research-based MTSS interventions. A typical instructional day consisting of 5 hours 30 minutes will be observed using the Snapshot lens for a variety of instructional practices, one of which is transition time. So actual instructional time, while appearing to fill the entire 5:30, given the Snapshot observations, may only account for 5 hours 12 minutes or less. Elimination, or at least reduction, of time spent in transitions can then be used for instruction. In this way, we anticipate recapturing approximately 10 minutes of instruction per day. In order to further maximize instructional time, Willow is moving towards a balanced calendar which would minimize the summer learning loss and provide students in need of additional core support with opportunities during intersessions. Please see the attached (in priority assurances) calendar options under consideration. A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indication 8B:

Enrichment opportunities will be addressed via emphasis on enrichment activities in all core areas. For example, twice a week for a period of six weeks, teachers will specifically incorporate enrichment activities in two core areas, for at least ten minutes per activity. The next six weeks they will do so in two other core areas, etc. Enrichment will provide students at Willow with an opportunity to transfer learning in an interdisciplinary fashion. Monitoring this implementation will be accomplished through PLC discussion and reporting out structures. Increased enrichment is required for all students. The Willow school improvement team, will continue to explore additional opportunities to provide enrichment through after school, early release programming, and intersession opportunities (via the balanced calendar). The district will use the 20% set-aside for this effort. A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

Indicator 8C:

Increased teacher collaboration time will be provided by way of teacher professional learning communities (PLCs - see answer to number 6 above - 90 minutes of grade level PLC planning time once every month for an additional 15 hours per school year to examine data and implement the big ideas outlined in this plan. This data analysis will be connected most strongly with but not limited to universal screeners such as DRA and AIMSweb. Through professional learning opportunities, the staff will gain a strong set of research-based interventions, and will ensure fidelity of implementation across classrooms through such practices as instructional learning walks, observation checklists, PLCs, looking at student work, and lesson plan review. Willow is also moving to an early release model to provide teachers with 90 minutes of collaboration time each week (see balanced calendar and daily schedule attachment). Loss of instructional minutes, due to early release will be recaptured by extending the school day the other four days a week by 23 minutes. A rationale to support this increase is that research shows that the increased learning time that is purposefully focused on essential skills has resulted in significant increases in student achievement (Mass 2020, National Center for Time and Learning).

**Requirement #9: The district provides appropriate social, emotional, and community services that support students.**

**Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school ( including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)**

Indicator 9A:

With the understanding that Willow is committing to sweeping changes in the way we educate our students in addition to the challenging environment our student live within, the staff at Willow in collaboration with the district, ISD, and community leaders will be implementing complete warp-around services and supports for all students. The leadership team will assist the principals and student assistance provider in coordinating supports and activities for students via monthly Child Study Team meetings. This time will be used to discuss both individual students and school-wide needs for social, emotional, and community services.

The school social worker and student assistance provider will coordinate the Child Study Team that will closely monitor and assign supports to students that teachers have highlighted as needing supports. This CST will function as an initial problem-solving team that will direct additional instructional supports for teachers for assisting particular students and/or further referral to possible cognitive/emotional testing or outside community services.

The Willow staff will also have at least four dedicated all-staff collaboration sessions to enlist and develop strategies for community supports throughout the year. These sessions will be used as a vehicle for streamlining community supports via local churches, mental health centers, and community organizations including but not limited to; Mentors (Kids Hope), Black Family and Child Institute, Stepping Stones, MSU pre-service teachers, business group, Rotary, state workers volunteers, BWL, Jobs Bank, Ingham ISD, Junior Achievement, CASE Credit Union, Family Learning Connections, Child Save (U of M), and Consumers Energy.